**VT English Education**

**Teacher’s Name: Lauren Dalton Lesson Date and Time: 10/24/12 9:00 am**

**Enduring Understandings/Unit Goals:** Students will understand what it means to use context clues and how important they can be in deciphering the message the text is trying to display.

**Essential Question:** How do context clues affect the meaning of a sentence? Do the use of context clues make understanding hard concepts easier to understand?

**Standards Addressed:**

6.4 The student will read and learn the meanings of unfamiliar words and phrases within

authentic texts.

e) Use word-reference materials.

f) Extend general and specialized vocabulary through speaking, listening, reading,

and writing.

6.6 The student will read and demonstrate comprehension of a variety of nonfiction texts.

l) Use reading strategies to monitor comprehension throughout the reading process

**Lesson Objective(s):** The students will be able to use context clues when they are reading to help them understand new concepts or words that they do not understand. Students will also have a new technique for getting through rough readings as opposed to giving up.

**Materials Needed:** The powerpoint slide with the poem on it, index cards and the smartboard to display/allow students to write in the answers

**Technology/21st Century Learning:**

Putting the poem on the smartboard will allow the students the opportunity to all work together, see the work, and have the option to write in their answers by interacting with the board.

**Teaching/Instructional Process:**

**1. Anticipatory Set/Hook:** Remind the students what context clues are: a way to use the parts of a sentence surrounding the word for a way to understand what the sentence is actually saying. Explain that we are going to start reading a short story and that using the context clues might be beneficial in understanding the story. (3-4 minutes)

**2. Process:**

* I will explain that I am going to read a poem to them and as I am reading the poem, I am going to stop at certain points where I omitted a word. The students will then write down the word on an index card that I give them. The poem will also be displayed on the smartboard behind me as I read with an underline to show the missing word’s place. (5 minutes)
* I will pass out the index cards and make sure everyone understands the instructions. (2 minutes)

I will read the poem— **I Have No Time to Visit with King Arthur By: Kalli Dakos**

* Then afterwards, we will go over each omitted word spot and see what the answers are and how many of them had the same ones.

**3. Check for Understanding/Closure:** After we have reviewed each place, I will ask them if it was easier to choose a word because of the words around it? Also, I will make sure to reiterate that it is important, before consulting a dictionary or a teacher, to try and decipher words using the text around it.

**Independent Practice:** Students can use the context clues strategy to work through any reading that they don’t understand or even to make inferences about a text. This will allow them to think deeper and even understand things in their own life a little better.

**Differentiated instruction:** Students will be able to write their own word that they think is appropriate for each word that is missing in the poem. The actual word might be discussed, but all words will be given merit or at least a chance for the student to defend their choice.

**Interdisciplinary Components:** This lesson would be tied to all other disciplines because they could use context clues to break down a text in history over words that they have never seen before or in science they can infer what the next step or sentence will tell them to do with their experiements.

**Assessment/Rubrics:** This will include an informal assessment by the students filling out the notecards and giving the appropriate effort on the assignment (giving words that can be defended or make sense in the sentence).

POEM:

**I Have No Time to Visit with King Arthur**

**By: Kalli Dakos**

I have no time to dream a \_\_\_\_\_\_\_\_\_\_\_,

Or think a splendid thought,

Or visit with King Arthur

In the land of \_\_\_\_\_\_\_\_\_\_\_\_\_.

I’ve underlined one hundred nouns,

And circled thirty \_\_\_\_\_\_\_\_\_,

While wishing that this workbook

Had a story to its words.

I could travel to another time

With Huck \_\_\_\_\_\_\_ on his raft,

Or read a \_\_\_\_\_\_\_\_\_ by Silverstein

That really makes me laugh.

Instead I fill in compound words,

A neverending chore:

How I long to be with Gulliver

On a strange and distant shore!

\_\_\_\_\_\_\_ and verbs and compound words

Are sad and dull and stale,

Unless they’re fired with the spark

Of a mighty, wondrous tale.